

Performance Details

GOALS AND OBJECTIVES

Goal 1: Create a Culture of Achievement

- 1.1 Link federal education funding to accountability for results.
- 1.2 Increase flexibility and local control.
- 1.3 Increase information and options for parents.
- 1.4 Encourage the use of scientifically based methods within federal education programs.

Goal 2: Improve Student Achievement

- 2.1 Ensure that all students read on grade level by the third grade.
- 2.2 Improve mathematics and science achievement for all students.
- 2.3 Improve the performance of all high school students.
- 2.4 Improve teacher and principal quality.
- 2.5 Improve U.S. students' knowledge of world languages, regions, and international issues and build international ties in the field of education.

Goal 3: Develop Safe Schools and Strong Character

- 3.1 Ensure that our nation's schools are safe and drug free and that students are free of alcohol, tobacco, and other drugs.
- 3.2 Promote strong character and citizenship among our nation's youth.

Goal 4: Transform Education into an Evidence-Based Field

- 4.1 Raise the quality of research funded or conducted by the Department.
- 4.2 Increase the relevance of our research in order to meet the needs of our customers.

Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education

- 5.1 Reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all.
- 5.2 Strengthen accountability of postsecondary institutions.
- 5.3 Establish effective funding mechanisms for postsecondary education.
- 5.4 Strengthen Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities.
- 5.5 Enhance the literacy and employment skills of American adults.
- 5.6 Increase the capacity of U.S. postsecondary education institutions to teach world languages, area studies, and international issues.

Goal 6: Establish Management Excellence

- 6.1 Develop and maintain financial integrity and management and internal controls.
- 6.2 Improve the strategic management of the Department's human capital.
- 6.3 Manage information technology resources, using e-gov, to improve services for our customers and partners.
- 6.4 Modernize the Student Financial Assistance programs and reduce their high-risk status.
- 6.5 Achieve budget and performance integration to link funding decisions to results.
- 6.6 Leverage the contributions of faith-based and community organizations to increase the effectiveness of Department programs.
- 6.7 By becoming a high-performance, customer-focused organization, earn the President's Quality Award.

HOW THE DEPARTMENT REPORTS PERFORMANCE RESULTS

Strategic Measures and Results. Performance results are discussed throughout this report. Department-wide strategic performance measures are discussed at a summary level in Management's Discussion and Analysis, with key results specified for each of the strategic goals. (See pp. 9-11.)

The Performance Details section offers a more in-depth discussion of each strategic goal. In those discussions, we report our key results in the topic area of each of our 26 objectives. We focus on results of the programs we administer, but we also provide national context for the topic. Additionally, for each objective, we report the status of our strategic measures. Many of our strategic measures are in clusters—for example, reading scores on state assessments—for all students and disaggregated by race, ethnicity, and income. To provide an overall picture of our progress without excessive detail in the Performance Details section, we roll clusters into a single status—exceeded, met, or did not meet, as explained below. We provide the status in tabular form for each objective, accompanied by narrative explanation and a reference to the pages in appendix A that contain detailed reporting.

Methodology for Performance Goal Status

The following algorithm was used to calculate the composite score for clusters of measures.

For the most recent year with data (see appendix A), each component measure was assigned a score:

- 4 points were assigned for exceeded (did better than) the target.
- 3 points were assigned for met the target.
- 2 points were assigned for made progress toward the target.
- 1 point was assigned for did not meet the target.

Points were summed and averaged.

- An average score of 3.5 or above was scored as "Exceeded."
- An average score between 2.5 and 3.4 was scored "Met."
- An average score between 1.5 and 2.4 was scored "Made progress."
- An average score below 1.5 was scored "Did not meet."

The status reported in the Performance Details section is the status for the most recent year with available data (of years that the measure was in place).

If data are pending for all years for which the measure has been in place, then the measure is reported as "Pending," even if trend data are available for prior years.

Clusters for which the information was not collected are so designated.

Because our strategic measures focus on student-level data, which come to us from state and local agencies, schools, and universities, our most recent data for many measures are from the previous year, or even from two years prior. We report the most recent data we have available. Where FY 2004 data are not available for this *FY 2004 Performance and Accountability Report*, we will report them in a subsequent report.

Appendix A provides information on our individual strategic measures at the most detailed level. For each measure, a table shows trend data, most recent data, targets for years with pending data, and the status of meeting the target for all years not previously reported. Documentation below the table includes for each measure the source, a discussion of data quality, related Web links, and additional information. For measures with pending data, an expected availability date is provided; and for measures for which we failed to meet the target, there is a discussion of cause and future plans.

Allocating Costs. Of the Department's six strategic goals, the first goal sets the context and adds value to the next four goals by making explicit the underpinning principles that inform them. (See p. 31.) The next four "content" goals are focused on specific education areas—student achievement, safe schools and character, education research, and postsecondary education. The sixth goal, management excellence, supports the prior four goals. In 2003, the Department determined that the most appropriate manner to allocate costs is to identify the content goal that each of our programs most directly supports and to attribute each program's appropriated budget authority and its proportional share of administrative budget authority to that goal. We also make a corresponding attribution of goal expenditures (net cost) based on programs. The total percentage of expenditures attributed to each goal is shown in the pie graph at the beginning of each goal discussion. Near the end of each goal discussion is a list of the programs that most directly support that goal; the list provides the supporting detail for both the amount of appropriations and the amount of expenditures attributed to each program.

Program Measures. In addition to strategic measures, the Department has program performance measures for most of our 158 grant and loan programs. Each strategic goal discussion reports the percentage of performance measures met by those programs that most directly support that goal. A full performance report for each program that has measures can be found at <http://www.ed.gov/about/reports/annual/2004report/index.html>.

Evaluation of the FY 2005 Plan. The Department's FY 2005 Performance Plan, published as part of the President's FY 2005 budget request, currently continues the use of both strategic and program-level measures. The Department is considering modifying this approach and, instead, identifying key valid, reliable, and important program measures and featuring them as our strategic measures.

Goal 1

*We must measure excellence not by number of dollars spent
but by numbers of children who learn.*

—Secretary Rod Paige

GOAL 1. CREATE A CULTURE OF ACHIEVEMENT

Goal 1 is the philosophical foundation for the Department's other five strategic goals. Goal 1 asserts that in our dedication to improving achievement for all students, we will put into practice a culture of accountability that extends to all education levels: federal, state, and local. To that end, states and districts that receive federal funds are expected to report improved student achievement as a return on the investment. Local district and school policy-makers and implementers, in return for higher degrees of accountability, are granted greater flexibility to use federal resources according to local needs. We ask parents to be accountable in improving student achievement, and we assist them in that task by providing useful information and by increasing options for the education of their children. To ensure that we and our partners operate from a base of knowledge that leads to success, the Department has begun the effort to transform education into an evidence-based field that promotes what works.

The Department does not identify specific programs or funding streams as supporting this goal. This strategic goal directs and adds value to the other goals by making explicit the principles that inform each goal: accountability for results, flexibility and local control, expanded parental options, and doing what works.

Accountability for Results Means Money Well Spent

Our country's plentiful education resources have not always brought commensurate results in student achievement, especially for low-income students, students of various racial and ethnic groups, students with disabilities, and limited English proficient students. With an increased emphasis on accountability, the central tenet of No Child Left Behind is that all children can learn and must have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards. To that end, No Child Left Behind asks states to set rigorous academic standards for all students and to hold schools and districts accountable for all students reaching proficiency in reading/language arts and mathematics by school year (SY) 2013–14. In 2004, the second year after No Child Left Behind was signed into law, we present a summary of state progress

in implementing the requirements of No Child Left Behind.

State Progress in Implementing No Child Left Behind. Our report on FY 2003 and FY 2004 state progress in implementing No Child Left Behind is organized around the following major categories of the law's requirements: standards and assessments, adequate yearly progress, public school choice, supplemental services, and teacher quality.

Standards and Assessments. The Department has been proactive to ensure that states are taking the necessary steps to administer annual academic assessments in reading/language arts and mathematics in each of grades three through eight and once at the high school level by SY 2005–06 and annual academic assessments in science at the elementary, middle, and high school levels by SY 2007–08. After completing negotiated rulemaking, the Department issued final regulations for meeting the standards and assessments requirements of No Child Left Behind in July 2002. Additionally, in March 2003, the Department issued nonregulatory guidance on standards and assessments to answer key questions on the standards and assessments requirements. Further, in the summer of 2004, the Department issued *Standards and Assessments Peer Review Guidance*, which provides guidance to states on what would be useful evidence to demonstrate compliance with No Child Left Behind requirements and to guide peer review teams that will examine the evidence submitted by states. As required by statute, the Department will use a peer review process to review state systems of standards and assessments.

In the June 2002 and May 2003 Consolidated State Application submissions, states submitted major milestones and detailed timelines for the development and implementation of their standards and assessments under No Child Left Behind. By the summer of 2003, all states had implemented academic content standards or grade-level expectations for each of grades three through eight and high school in reading/language arts and mathematics. These academic content standards and grade-level expectations form the basis for aligning academic assessments under No Child Left Behind. Through its monitoring of states, the Department's Office of Elementary and Secondary Education has been working closely with states to ensure that they are on

track for meeting the timelines described in their consolidated applications and for meeting the requirements of reading/language arts and mathematics assessments in SY 2005–06 and science assessments in SY 2007–08. During SY 2003–04, 13 states had already implemented standards-based assessments in each of grades three through eight and at the high school level in reading/language arts, and 12 states had done so in mathematics, well ahead of the SY 2005–06 deadline.

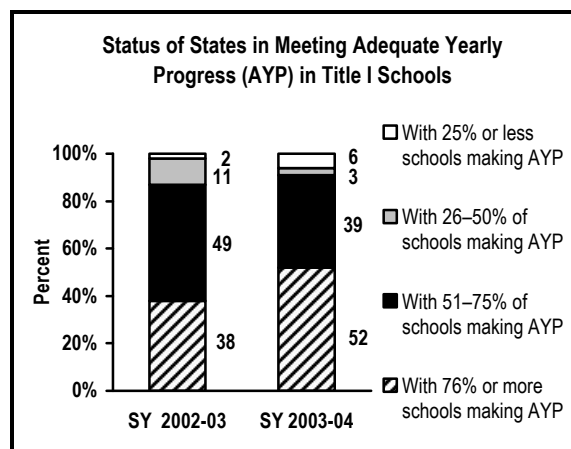
Adequate Yearly Progress. As required by No Child Left Behind, states must annually determine if every public elementary and secondary school and every public school district has made adequate yearly progress (AYP) toward the goal of having all students proficient in reading/language arts and mathematics by SY 2013–14. Each state's definition of adequate yearly progress is defined in its state accountability plan, which was reviewed and approved by the Department. Each state has defined AYP in the context of its approved accountability system that includes state-set targets for the following:

- Student proficiency in reading/language arts and mathematics for all students and for each subgroup of students.
- At least a 95 percent participation rate in state assessments in reading/language arts and mathematics by all students and by all subgroups of students.
- High school graduation rates.
- An additional academic indicator for elementary and middle schools.

In January 2003, states initially submitted their accountability plans for review and approval; by June 2003, all states had approved accountability plans that they then used to make AYP determinations for all of their public schools and districts based upon data from SY 2002–03. Working with states in their implementation of state accountability systems, the Department responded to states' needs for additional flexibility. During 2004, the Department provided additional flexibility to states in their calculations of AYP through the following policies:

- States, school districts, and schools are now permitted to develop alternate achievement standards for students with the most significant cognitive disabilities and to include the *proficient* scores of these students with who take assessments based on the alternate achievement standards.¹
- States and districts may average up to three years of participation data when complying with the requirement to assess 95 percent of all students.²
- States are not required to count the assessment results of limited English proficient students in their first year of enrollment in United States schools; states may also include in the limited English proficient subgroup for up to two years those students who were limited English proficient but who have attained English proficiency.³

Preliminary AYP reports on SY 2003–04 are encouraging and indicate more schools nationwide meeting their academic achievement targets in reading/language arts and mathematics. Of the 34 states for which data are available, 29 increased the percentage of schools making AYP from SY 2002–03. Additionally, of the 29 with increases of schools making AYP, 18 states had increases of 10 or more percentage points.



¹ Amendment to Title I regulations at 68FR 68697 (December 9, 2003), available at <http://www.ed.gov/legislation/FedRegister/finrule/2003-4/120903a.html>.

² May 19, 2004, letter to chief state school officers, available at <http://www.ed.gov/policy/elsec/guid/stateletters/prates.html>.

³ February 20, 2004, letter to chief state school officers, available at <http://www.ed.gov/policy/elsec/guid/stateletters/asny.html>.

Twelve States Meet 2005–06 Assessment Requirements Two Years Ahead of Schedule, in SY 2003–04 (Shown in green grid)														
	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		High School	
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA
Alabama														
Alaska														
Arizona														
Arkansas														
California														
Colorado														
Connecticut														
Delaware														
Dist. of Columbia														
Florida														
Georgia														
Hawaii														
Idaho														
Illinois														
Indiana														
Iowa														
Kansas														
Kentucky														
Louisiana														
Maine														
Maryland														
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New Mexico														
New York														
North Carolina														
North Dakota														
Ohio														
Oklahoma														
Oregon														
Pennsylvania														
Puerto Rico														
Rhode Island														
South Carolina														
South Dakota														
Tennessee														
Texas														
Utah														
Vermont														
Virginia														
Washington														
West Virginia														
Wisconsin														
Wyoming														

*No Child Left Behind requires states by SY 2005–06 to administer standards-based assessments in reading/language arts (RLA) and mathematics at each of grades three through eight and once at the high school level.

Note. Shaded or cross-hatched cells indicate that a standards-based state assessment was given at that grade and subject matter in SY 2003–04.

Public School Choice. No Child Left Behind requires that if a Title I school is identified as in need of improvement because it missed its adequate yearly progress targets for two consecutive years, the district is required to allow its students to transfer to a school within the district that has not been identified as in need of improvement and to provide transportation to the new school. The district continues to provide students with this option as long as the student's home school does not make adequate yearly progress. This option provides an opportunity for children in such schools to obtain a better education environment immediately instead of waiting for the home school to improve. It also creates an incentive for school leaders to focus their attention on the needs of schools in need of improvement.

Supplemental Services. Under No Child Left Behind, if a Title I school is identified as in need of improvement because it missed its adequate yearly progress targets for at least three years, the school is required to offer supplemental educational services to children in that school. This provision of No Child Left Behind provides eligible low-income parents with the opportunity to engage a tutor or obtain other forms of academic enrichment to advance their child's achievement. According to a recent study, five major provider types of supplemental educational services are emerging: large for-profit corporations, smaller for-profit firms, school districts, nonprofit community-based organizations, and online companies—with large for-profit companies and school districts the most common.⁴ The number of supplemental service providers increased from 1,451 reported by 44 states in October 2003 to 2,535 by the end of September 2004, with 51 of 52 states and jurisdictions reporting.

In 2004, the Department released *Early Implementation of Supplemental Educational Services under the No Child Left Behind Act*,⁵ which reported on how well states were implementing this component of state accountability systems. SY 2002–03 was the first year

for states and districts to begin offering supplemental educational services to students from low-income families attending Title I schools that did not make adequate yearly progress after being in school improvement for a full year. The study examined first-year implementation of supplemental services through case studies of nine districts in six states. Key findings include the following:

- State administrators in the states that were reviewed had taken steps to implement supplemental services; nevertheless, the selection of service providers was slow and uneven.
- Districts reported significant challenges, including informing parents of eligible children about the option for supplemental services, entering into contracts with providers, and budgeting for supplemental services.
- Parents were pleased to have the opportunity for supplemental services; these same parents also reported satisfaction with their children's schools.

Highly Qualified Teacher. No Child Left Behind set SY 2005–06 as the deadline by which time all teachers are to be highly qualified, as defined in the statute. States were asked to provide baseline data for this requirement from SY 2002–03 by reporting the percentage of classes in the core academic subjects being taught by highly qualified teachers. Forty states were able to report these data; the other 12 states were not. Appendix A, pp. 182–84, displays the detailed state data as submitted to the Department. Data protocols for reporting SY 2002–03 highly qualified teacher data varied among the states: some states provided estimates, some partial data, and some the percentage of teachers who are highly qualified rather than the percentage of classes taught by such teachers. The Department expects SY 2003–04 data on highly qualified teachers to be more accurate and complete. Where lack of SY 2002–03 data caused state grants to be conditioned, states are intent on removing conditions by complying with reporting requirements for SY 2003–04. The Department has provided extensive guidance as well as individual state visits in 2004 to help states in their data collection

⁴The report is available at http://www.aei.org/events/eventID.684,filter.all/event_detail.asp.

⁵The report is available at <http://www.ed.gov/ous/ppss/reports.html#title>.

efforts. SY 2003–04 data will be available in September 2005.

Rural Districts’ Implementation of No Child Left Behind. No Child Left Behind introduced significant changes to state, district, and school accountability for student performance and teacher qualifications. Some of the challenges that arose from these changes have proven to be more difficult for rural than for nonrural districts. In terms of meeting student proficiency requirements, rural districts were more likely than nonrural districts to report that a large enrollment of economically disadvantaged students created challenges. They also were more likely to report difficulties in offering competitive salaries to teachers, which limits their ability to recruit teachers, and they more frequently reported that school size and geographic isolation were challenges to implementing the law.⁶

To meet the challenges, rural districts reported using multiple funding sources, including the federal Rural Education Achievement Program. The Department has introduced new flexibilities that assist rural states with meeting student proficiency provisions and implementing teacher qualification requirements (see p. 55). We also established the Rural Education Task Force to coordinate and focus rural education efforts within the Department and awarded a research grant to establish a National Research Center on Rural Education Support. The center’s purpose is to conduct research that identifies which education practices are effective for increasing student achievement and improving the teaching and learning environment for rural schools.

State Success in Meeting English Language Learners Requirements. When applying for No Child Left Behind formula grant funds, states were required to submit detailed information regarding their English language proficiency standards, assessments, and accountability systems. In response, they provided a status update on standards, including definitions for *making progress* in English, for *proficient*, and for

cohort. States also provided English language proficiency baseline data for SY 2002–03, a list of assessments used to test limited English proficient students’ progress in English language proficiency, and annual measurable achievement targets. Department staff reviewed state submissions and approved the submissions of 12 states and granted conditional approval to the remaining 40 jurisdictions. A subsequent review raised the number of those jurisdictions with full approval to 44. The remaining 8 jurisdictions had an October 29, 2004, deadline for submitting any missing or additional information.⁷

Prior to No Child Left Behind, only a few states had English language proficiency standards, and many states were using multiple English language proficiency assessments that were not aligned with English language proficiency standards. No Child Left Behind requires that state English language proficiency standards be aligned with state academic content and achievement standards. For assistance with developing or revising English language proficiency standards and assessments that are integrated into the broader accountability system, 40 states joined one of the consortia funded by the Department’s Enhanced Assessment Grants. Some states have completed and adopted integrated English language proficiency standards, assessments, and accountability systems, and all 52 states and jurisdictions reported making significant progress.

Monitoring Implementation of State Accountability Systems. The Department’s Office of Elementary and Secondary Education instituted a process for monitoring state and district implementation of state accountability plans. Monitoring activities are organized into three broad areas—standards, assessment, and accountability; instructional support; and fiduciary responsibilities. The process uses standards and indicators to measure whether states are fulfilling their responsibilities under the act. During the monitoring process, the program office looks for evidence that assessments and accountability systems

⁶ U.S. Government Accountability Office, *No Child Left Behind: Additional Assistance and Research on Effective Strategies Would Help Small Rural Districts* (GAO–04–909). This report is available at <http://www.gao.gov/cgi-bin/getrpt?GAO-04-909>.

⁷ Office of English Language Acquisition program officers’ detailed reviews of state submissions are available in official state educational agency grantee files. The accountability sections of State Consolidated State Applications are available at <http://www.ed.gov/admins/lead/account/stateplans03/index.html>.

are aligned with each state's academic standards; that the state is meeting the educational needs of low-achieving children, focusing on closing the achievement gap, and targeting federal resources to those local educational agencies and schools with the greatest needs; and that parents are provided opportunities to be involved in meaningful ways in the education of their children.

Onsite monitoring is done on a three-year cycle, with approximately 18 states monitored per year. Within 30 business days, the Department's monitoring team provides the state with a comprehensive report containing commendations, recommendations, findings, and required actions.⁸

Performance Goals. In assessing state progress in implementing accountability systems, the Department considers Consolidated State Performance Report submissions, report cards states post on their Web sites, studies by offices within the Department and by external groups, and the onsite monitoring reports compiled by the Department's monitoring team. The combination of this information provides the Department with data we use to report on our state accountability implementation measure. As reported in the fiscal year (FY) 2003 Performance and Accountability Report, all states have approved accountability plans. FY 2004 data showed that more than one-fifth of states are two years ahead of No Child Left Behind requirements for implementing reading/language arts and mathematics assessments in each of grades three through eight and once in high school by SY 2005–06.⁹

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, p. 186, for detailed data.

Linking Funding to Accountability for Results (Objective 1.1)

Performance Goals	Status	Year
States with fully implemented No Child Left Behind accountability systems (as required by SY 2005–06)	Exceeded	FY 2004

States, Districts, and Schools Target Federal Funds to Local Needs

Although states are expected to meet rigorous requirements in implementing accountability systems, they also benefit from expanded flexibility in federal resource allocation. The Flexibility and Accountability sections of No Child Left Behind include provisions that allow states and local educational agencies the authority to transfer or consolidate federal funds as a means for targeting resources to activities that most effectively address local needs.

State Flexibility. The State-Flexibility Authority (State-Flex) permits states to make the best use of federal funds by consolidating certain formula (other than Title I) funds if doing so will help the state raise student achievement. Participating states are expected to prepare an annual performance report describing how they used consolidated funds to advance the education priorities of the state and districts. At the end of FY 2004, no states had State-Flex authority. The Government Accountability Office reported in *Flexibility Demonstration Programs: Education Needs to Better Target Program Information*¹⁰ that state officials were disinclined to apply for State-Flex, citing insufficient benefits from the program especially when balanced against the time and effort required to complete the application. To encourage use of this flexibility provision, the Department published a notice in the *Federal Register* in March 2004 inviting states to apply for State-Flex at their convenience instead of setting a deadline for applications.

⁸ GAO examined the factors that facilitated or impeded selected state and school districts' implementation of state efforts to execute accountability plans and reviewed Department support for state efforts. See U.S. Government Accountability Office, *No Child Left Behind Act: Improvements Needed in Education's Process for Tracking States' Implementation of Key Provisions* (GAO-04-734). The report is available at <http://www.gao.gov/cgi-bin/getrpt?GAO-04-734>.

⁹ This is a preliminary estimate; the Department has not yet reviewed and approved these state systems.

¹⁰ U.S. Government Accountability Office, *Flexibility Demonstration Programs: Education Needs to Better Target Program Information* (GAO-03-691). The report is available at <http://www.gao.gov/cgi-bin/getrpt?GAO-03-691>.

Local Flexibility. Local school districts, through the Local-Flexibility Demonstration Program (Local-Flex), may consolidate formula grant funds under the following programs: Improving Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools. As of FY 2004, only the Seattle Public Schools had received the Local-Flex authority. As reported in the *Flexibility Demonstration Programs* report, district interviewees cited a lack of program awareness as their reason for not applying for Local-Flex. In response to limited numbers of applicants to the state and local flexibility authorities, the Department intensified our efforts to publicize the programs at conferences and in letters to nearly 200 of the largest districts and issued guidance on the application process.

Transferability. The Funding Transferability for State and Local Educational Agencies provision gives authority to states and districts to transfer up to 50 percent of the funds they receive by formula under certain programs to state and local activities most likely to improve student achievement. Approximately 12.5 percent of districts exercised the transferability authority in FY 2003, indicating that the program helps meet district flexibility needs, given that it had only been available for one year at the time of data collection. Confirmation of the needed flexibility was provided in the GAO report, which said that states and districts find transferability useful; and, because no application is required, it is not burdensome.

Rural Flexibility. Rural Education Achievement Program initiatives include the Alternative Uses of Funds Authority, a flexibility provision that allows eligible local educational agencies the authority to combine funding under certain federal programs to carry out local activities under other specified federal programs. Of the eligible applicants for this program, approximately 61 percent used the rural flexibility authority in FY 2003. These baseline data indicate that participation is at an acceptable level for a first-year program. FY 2004 data are pending.

Feedback From Customers. To assess whether the Department is listening to our customers' voices and responding to their service needs, we conduct a variety

of customer satisfaction surveys. The Department surveys state education leaders, represented by chief state school officers; state directors of Title I, Adult Education, Career and Technical Education, and Special Education; and coordinators of Early Intervention under the Individuals with Disabilities Education Act, for a total of over 300 respondents to the questionnaire. In our 2003 survey, our most recent results, we exceeded our target of 65 percent satisfaction among chief state school officers. The aggregated satisfaction rate statistic for all of the groups of state leaders surveyed was 77 percent. FY 2004 data are pending as the Department revises the survey instrument and methodology and completes data collection for the year.

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, pp. 186–88, for detailed data.

Flexibility and Local Control (Objective 1.2)		
Performance Goals	Status	Year
School districts using Flexibility provisions <ul style="list-style-type: none"> • Local-Flex • Transferability • Rural Flexibility 	Established baseline	FY 2003
State-Flex provision <ul style="list-style-type: none"> • States receiving State-Flex authority • States with State-Flex authority that make AYP 	Did not meet	FY 2004
Grantees satisfied with Department customer service	Exceeded	FY 2003

AYP = Adequate yearly progress

Education Choices Empower Informed Parents

During FY 2004, Secretary Paige and other Department officials identified successful implementation of the Title I choice and supplemental educational services provisions as a key priority for the year. Reflecting that priority, the Secretary sent a “back to school” letter to the chief state school officers, reminding them of the importance of these provisions and offering the Department's support and technical assistance in ensuring their proper implementation.

Following up on the Secretary's pledge, several offices intensified their efforts to respond to questions posed by state and local administrators, as well as supplemental educational services providers, on what is required, permitted, or prohibited under the law and regulations, and to provide advice on practices for meeting the requirements effectively.

The Department released an updated nonregulatory guidance package on the Title I public school choice requirements, following the release of updated guidance on supplemental educational services.

Department staff took technical assistance a step beyond the guidance packages by providing information on choice and supplemental services to a wide variety of audiences through conference calls, webcasts, and appearances at major education conferences. In December 2003, the Department and the C.S. Mott Foundation cohosted the first national meeting of state administrators on supplemental services and 21st Century Community Learning Centers. This symposium was designed to solidify the connections between supplemental services and after-school programs and to assist states in implementing both programs.

The Department, on a biweekly basis, convened the Choice and Supplemental Services Working Group, which identified compliance and other issues requiring resolution. The group prepared analyses of those issues for the Department's senior officers and disseminated resulting policy decisions to states and local educational agencies.

D.C. Choice Incentive Program. In 2004, the Department, in partnership with the District of Columbia mayor's office, launched the federally funded D.C. Choice Incentive Program, which offered approximately 2,000 low-income elementary and secondary students \$7,500 a year in tuition, fees, and transportation costs to attend private schools. The newly authorized \$14 million effort has two purposes: giving parents the opportunity to exercise greater choice in the education of their children, and providing an opportunity to test and evaluate a program of expanded choice in a low-performing school district. Students who attended public schools that had been identified for improvement or

corrective action had priority in receiving scholarships. Private school students were eligible to participate in the initiative if they currently attended D.C. private schools, resided in the District, and met the family income criteria (approximately \$34,000 or less for a family of four). When the application period ended, 2,700 D.C. students had applied for scholarships; 1,700 were deemed eligible; and 1,261 were selected by lottery to receive scholarships.

As the 2004–05 school year began, 1,022 of the 1,261 students selected to participate in the D.C. Choice Incentive Program enrolled in 53 private schools. The Department's National Center for Education Evaluation of the Institute of Education Sciences has awarded a contract to collect, analyze, and store data as part of a comprehensive evaluation of this initiative.

Charter School Option. Charter schools are public schools under contract or charter from a public agency to organizations that want to create alternatives within the public school system. They are free and open to all students. In 2004, the number of children attending charter schools stood at 698,000, an increase of 222,000 since 2000, and there were approximately 3,000 charter schools. Charter schools provide enhanced parental choice and are exempt from many statutory and regulatory requirements. In exchange for this increased flexibility, these schools are held more accountable for improving student academic achievement. Federal funds for charter school support, available through the Charter School Grants and Credit Enhancement for Charter School Facilities programs, increased by \$32 million in FY 2004.

The most recent (2003) National Assessment of Educational Progress (NAEP) mathematics and reading test results showed that achievement gaps between white and African American students and between white and Hispanic students were about the same in charter schools as in regular public schools.¹¹ Charter schools often serve the most economically disadvantaged families.

¹¹ *Charter School Achievement on the 2003 National Assessment of Educational Progress*, p. ii and iii, is available at <http://www.aft.org/pubs-reports/downloads/teachers/NAEPCharterSchoolReport.pdf>.

Secretary Paige, in commenting on the NAEP scores, reiterated that charter schools “provide an alternative to parents and students who have been poorly served by their previous schools. Poor instruction, unsafe conditions, a lack of proper attention—these are all factors in a parent’s decision to apply to a charter school.”¹² Charter schools strengthen public education by serving students whose needs are not being met in traditional public schools, whose personal interests cannot be satisfied in their former schools, and who might otherwise drop out of public schools. The equality of their NAEP scores to similarly situated students in traditional public schools, and their desirability—as explicitly evidenced by the increasing enrollment of charter school students—demonstrates their need and value.

The 2004 National Charter Schools Conference provided a forum for charter school practitioners, founders, authorizers, administrators, and staff to build networks for strengthening charter schools. The goal of the conference was to develop strategies for growing the charter school movement by expanding to the 10 states lacking a charter school law and for strengthening existing charter school laws. Increased participation in the conference signaled high interest in charter school issues: the 2004 conference attracted 2,480 participants; the first conference in 1996 had 800 attendees.

Web Sites Inform Parents of Options and Services.

The Department supported additional initiatives for providing parents information on diverse education services and education options. Grants were provided to fund the following sites:

- <http://www.Tutorsforkids.org> provides both Web-based and hands-on support to school districts on implementation of the supplemental educational services requirements and averages 2,750 hits per day.
- <http://www.SchoolResults.org> empowers parents, educators, and policy-makers to use No Child Left Behind data to make informed decisions and improve school results. For schools, districts, and

states across the nation, this Web site displays available data required to be publicly reported under No Child Left Behind. The site has received major private contributions as well.

- <http://www.GreatSchools.net> provides parents with new information on No Child Left Behind. As of July 2004, parents can search for schools in 30 states to find out if a school is in need of improvement and what year of improvement it is in. Parents can learn what providers are approved to serve schools in the state and which schools nearby are not in improvement.

Community Alliances Disseminate Information.

Several community action groups networked with parents to disseminate information on school choice. Some examples of those projects follow:

- The Greater Educational Opportunities Foundation (GEO) worked with approximately 70 of the largest urban communities to create a network of 1,408 organizations targeted to receive information about supplemental educational services. The year-long pilot project intends to determine how much assistance is needed at the local level if parents are to understand and avail themselves of Title I supplemental services. The foundation is also conducting parent outreach in Gary, Indianapolis, Colorado Springs, and Denver. In Gary, GEO launched a billboard campaign to inform parents of the opportunities to enroll children in supplemental services. Foundation staff went door to door to inform parents in Colorado and Indiana whose children attend schools in need of improvement of their rights under No Child Left Behind.
- Black Alliance for Educational Outcomes held a media campaign using direct mail, print, television, radio, and other media to communicate parental options under No Child Left Behind to communities in Milwaukee, Philadelphia, and Detroit. The alliance made presentations about public school choice and supplemental services at venues in the three target cities, including at local

¹² See <http://www.ed.gov/news/pressreleases/2004/08/08172004.html>.

parent information resource centers, schools, and faith-based and community organizations.

- Hispanic Council for Reform and Educational Options (CREO) field organizers worked in Austin, Dallas, San Antonio, Miami, and Camden to train parents on their rights under No Child Left Behind. In each community, Project CREO alerted parents to deadlines for signing up for public school choice and supplemental services. Project CREO has urged parents to call school districts when adequate yearly progress results are not released in a timely fashion.

Guidebooks Give Parents Examples of What Works.

In a major effort to reach all parents of public and private school children, the Department's Office of Innovation and Improvement initiated a new series of six guidebooks, *Innovations in Education*, to share the experience of school systems around the country—large and small; rural, urban, and community—that have put the tenets of No Child Left Behind to work successfully. Three of the six guidebooks have been published, and the remaining three are slated for late 2004 publication. Titles that are available are *Creating Strong District School Choice Programs*, *Creating Strong Supplemental Educational Services Programs*, and *Successful Charter Schools*.¹³

Information for Parents of English Language Learners.

The Department's Office of English Language Acquisition, with guidance from its National Advisory Team on Parental Involvement, intensified efforts to meet the broad Department goal of providing information to parents by expanding its outreach to the parents of the nation's 4.1 million English language learners. Secretary Paige unveiled the *Declaration of Rights for the Parents of English Language Learners* at the Office of English Language Acquisition's summit in December 2003. Since then, the declaration, which outlines the 10 most important benefits new to No Child Left Behind, has been made available in Spanish and distributed to minority communities through various media, including a Web site presentation in English or

Spanish that talks viewers through their parental rights and permits them to print English and Spanish copies of the *Declaration of Rights for Parents of English Language Learners*. Additionally, to reach the greatest possible number of parents with information on their rights, this initiative worked closely with private and nonprofit organizations and faith-based groups.

The Hispanic Outreach Taskforce, the first faith-based minority outreach task force consisting of Hispanic faith-based leaders from across the country, launched its grassroots outreach effort in April 2004. The taskforce's purpose is to inform members of the Hispanic community of their rights and benefits under No Child Left Behind. The taskforce supports two Web sites that feature the *Declaration of Rights for Parents of English Language Learners*: <http://www.ed.gov/rights>, the English version, and <http://www.ed.gov/derechos>, the Spanish version. Since spring, the taskforce has reached audiences of 100 to 2,700 in 20 cities.

Information for Parents of Private School Students.

To inform parents of private school students of the federal education benefits available to private school students and teachers, the Department published the booklet, *The No Child Left Behind Act of 2001 and Benefits to Private School Students and Teachers*. Since January 2004, 20,000 booklets have been distributed to private schools, local educational agencies, state educational agencies, and national private school organizations.

Performance Goals. In providing information and options for parents, we realized progress in meeting some objectives, and we exceeded our targets in others. Ample information to parents helped them choose the schools their children attend, permitting us to exceed the target we set for FY 2003. The 2003 data on parents choosing the school their children attend will remain our most current until the 2005 collection. Data on school choice, as measured by charter school attendance, showed an increase in 2004, allowing us to make progress on our objective. For children eligible to receive supplemental services, defined as those who attend a school in its second or subsequent year of school improvement, we opted to use 2003 data as a baseline.

¹³These publications are available online at <http://www.edpubs.org>, or toll free at 1-877-4EDPUBS.

Those baseline data will be available in 2005. Our current data about supplemental services show that states have increased the number of supplemental service providers significantly since the beginning of the fiscal year: in October 2003, 44 states reported 1,451 providers; by the end of September 2004, 51 states and jurisdictions reported 2,535 providers of supplemental services.

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, pp. 188–90, for detailed data.

Information and Options for Parents (Objective 1.3)		
Performance Goals	Status	Year
K–12 students attending a school (public or private) their parents chose	Exceeded	FY 2003
Children attending charter schools	Made progress	FY 2004
Eligible children using ESEA Title I supplemental educational services	Pending	FY 2003–FY 2004

ESEA = Elementary and Secondary Education Act

Evidence-based Interventions and Policies Improve Learning

Teachers are inundated with descriptions of education interventions guaranteed to fill their classrooms with high-performing students. Education policy-makers encounter a plethora of education cure-alls. In 2004, the Department published a new guide for education practitioners that will help them decide if an intervention is truly effective and if the evidence supporting the claim is credible. *Identifying and Implementing Educational Practices Supported by Rigorous Evidence*, a 19-page “tool” book, helps the education community select and use evidence that is rigorous and scientific in making education decisions.¹⁴

Rigorous and *scientific* are words that the Department is using to describe 10 new studies we have funded at \$15 million to evaluate the impact of technology on student

achievement in elementary and secondary education. The advent and ascent of technology in the last few decades brought with it expectations of impressive advances in student achievement. These expectations are not as yet fulfilled, as discoveries of effective applications of technology continue. Nine states won grant funds ranging from \$1.3 to \$1.9 million for three-year studies to evaluate how an education program uses technology to raise student achievement in one or more core academic subjects; to test and document the methods, practices, and instruments used to assess the impact of the technology on student achievement; and to share that information with other states.

State Research on Technology in the Classroom
Environmental and Spatial Technology Initiative
Using Technology to Support the Scaling Up of the Iowa Professional Development Model
The Impact of Teachers' Professional Development on the Mathematics Achievement of Low-Performing Rural Students in Technology-Rich Classrooms
Looking at North Carolina Educational Technology
Evaluation of Student and Parent Access Through Recycled Computers
The Tennessee EdTech Accountability Model
Texas Technology Immersion Pilot
Educational Development for Planning and Conducting Evaluations
Enhancing Education Through Technology Model School Project
A Study of the Effectiveness of Three Models of Implementing Educational Technology

Through requirements in grant applications, the Department helps to ensure that new research studies on education interventions and programs implemented by grantees reflect the best evidenced-based knowledge available. Applicants for Reading First and Early Reading First grants, for example, must demonstrate that the programs and practices they intend to implement are built on reliable evidence of what works.

The What Works Clearinghouse began its Web site publication of research findings in June 2004. Education practitioners and policy-makers can go to the site and answer their questions about what education interventions work by looking at the literature review posted on a particular subject. The site includes *topic*

¹⁴Available at <http://www.ed.gov/about/offices/list/ies.news.html>.

reports that summarize the entire research base in specific areas and *intervention reports* that analyze all the evidence of effectiveness for particular programs or practices. Evidence indicates that widespread interest in the reports caused increased activity on the What Works Clearinghouse Web site in 2004; usage of the Web site was more than double our target.

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, pp. 190–91, for detailed data.

Use of Scientifically Based Research Within Federal Education Programs (Objective 1.4)		
Performance Goals	Status	Year
What Works Clearinghouse Web site hits	Exceeded	FY 2004

Performance Goals	Status	Year
What Works Clearinghouse Web site hits	Exceeded	FY 2004

The Department does not identify specific programs or funding streams as supporting Goal 1, which directs and adds value to the other goals.